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ABSTRACT

Intended for teachers and administrators integrating special needs students into appropriate mainstream settings, the directory provides an annotated listing of resources covering home-school communications, classroom techniques, testing and assessment, media and materials, and other reference sources and bibliographies. Entries usually include title, author, availability, and a brief description of the material. Brief sections cover topics such as early childhood, teacher training materials, and places and projects to study and visit. Included is a listing of Massachusetts Title III projects and a selection of ERIC references. (IM)

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ED136520

A DIRECTORY OF SELECTED RESOURCES IN SPECIAL EDUCATION

SERIES #2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SELECTED RESOURCES IN SPECIAL EDUCATION

INTRODUCTION

This Directory was prepared by the Merrimack Education Center to assist teachers and administrators who are integrating students with special needs in appropriate "mainstream" settings. As a result of many requests for information on special education received at the Center, we have searched out a variety of agencies involved in special education and lists of their publications. When carefully selected and tailored to appropriate objectives and teacher training situations, these resources can greatly enhance a professional growth program.

Due to the increasing number of programs and the increasing number of centers producing resource materials, it has become extremely difficult for teachers, administrators and other practitioners to obtain information about many of these programs. This Directory is intended as a compact annotated guide to hard-to-locate but valuable products designed to meet the needs of children with different learning styles through diverse programs and materials. The index provides a partial guide to agencies, as well as a directory of resources covering home-school communications, classroom techniques, testing and assessment, media and materials, and other reference sources and bibliographies.

This type of listing guides local school systems to outside resources that can be helpful for curriculum development and improved practices. Although our listing could never be complete, this Directory can act as a useful resource to help educators obtain needed information. We have screened several hundred materials to select these entries. Despite endeavors to be comprehensive and complete, some very useful and promising resources may have been missed. We invite readers to submit materials and other resources to be included in supplements to this guide.

Jean E. Sanders,
Director of Information

Kathy Adams, Editor

Jan Cook, Secretary and typist

EARLY CHILDHOOD

Performance Objectives for Preschool Children. By Gene J. Schirmer, editor. $35.00

A booklet containing 932 carefully sequenced, developmental tasks which facilitate both informal assessment and prescriptive teaching in such areas as: cognition, language and speech, self care skills, social skills, gross motor skills and fine motor skills. Activity cards detail specific classroom objectives and instructional procedures (covers infancy through age 6). Available from: Adapt Press, Inc., 808 West Avenue North, Sioux Falls, South Dakota 57104.

Lesson Plans for Enhancing Preschool Developmental Progress, Project MEMPHIS.

Provides source of materials for teaching preschool children. Contains 260 structured plans and 260 lesson plan formats for individualized programs. Divided into five areas: personal social, gross motor, fine motor, language, and perceptuo-cognitive. Loose-leaf binder form - $13.95. - Project MEMPHIS is two things: At Memphis State University it is an on-going early childhood remediation program helping children from birth to age five Project MEMPHIS is also a set of materials designed to assist educators in setting up early childhood remediation programs based on the Memphis model. Available from Kendall/Hunt Publishing Co. 2460 Kerper Boulevard, Dubuque, Iowa 52001.

How to Fill Your Toyshelves Without Emptying Your Pocketbook: 70 Inexpensive Things to Do or Make. Southwest Education Development Laboratory. Order from: CEC Publications Sales, 1920 Association Drive, Reston, Va. 22091 #130 $3.95

This manual is a collection of games, activities, and instructions for making manipulative learning equipment from inexpensive and recycled materials. The items are appropriate for preschool handicapped and non-handicapped children and can be made for home use by parents as well as for classroom activities. The material is grouped by modality: visual, auditory, fine motor, gross motor, touch and smell, and language and concept development. The instructions have been field tested in workshops with parents and teachers. Illustrations of each item to be constructed are included. Also available in Spanish.

EARLY CHILDHOOD (Continued):

Capit Toy Catalog. Northwest Regional Education Laboratory Marketing and Services Division, 710 S.W. Second Avenue, Portland, Oregon, 97204 $2.95

Commercially available toys and games that are rich in learning potential, as well as being safe, durable, aesthetically appealing and easy to maintain, are described in this catalog developed by the laboratory. The Capit Toy Catalog (Children and Parents Involved Together) identifies appropriate age levels for each toy and game and suggests ways to use them to develop particular skills. The catalog was compiled under a contract with the National Institute of Education.

The Carolina Developmental Profile, developed by David L. Lillie and Gloria Harbin, is a criterion-referenced behavior checklist designed to assist the teacher in developing long-range objectives to increase developmental abilities in six areas: fine motor, gross motor, visual perception, reasoning, receptive language, and expressive language. Copies are available from Kaplan School Supply Corp., 600 Jonestown Road, Winston-Salem, N.C. 27103 ($.75 each).

Tool Kit '76, produced by the staff of the OCD-BEH Outreach Project, Bill Wilkerson Hearing and Speech Center, is a product of the 1975 Houston Head Start Workshop on Services to Handicapped Children. This attractive 67-page booklet is a catalog of materials, methods, media, and good ideas collected at the workshop to help Head Start teachers help handicapped children. Available free of charge from Dr. Pam Coughlin, Project Head Start, Office of Child Development, DHEW, P.O. Box 1182, Washington, D.C. 20013

Helping Handicapped Children Take a Giant Step Towards a Brighter Tomorrow. Early Childhood Education Project, Norfolk State College, 2401 Corprew Avenue, Norfolk, Virginia 23504

The Teaching Module Kit was designed by classroom teachers in the Early Childhood Education Project to solve problems of preschool children. The kit is intended as a "child-saving" device as well as a "time-saving device" for the teachers of preschool, handicapped children with secondary deficits in speech, hearing, vision and psycho-social development. The Teaching Module Kit consists primarily of a step-by-step procedure for solving a specific problem of a child; an illustration of teacher-made aids to accompany the solution of a specific problem and slides demonstrating activities used in the solution of a specific problem.

EARLY CHILDHOOD (Continued):

Planning Programs and Activities for Infants and Toddlers: A Bibliography (1975) Technical Assistance Development System. University of North Carolina. Suite 500, NCNB Plaza, Chapel Hill, North Carolina 27514

Designed for people developing or administering infant programs and for teachers in the programs. The bibliography, which is annotated and contains information on costs and ordering, is organized by the following categories: Curricula and Activities, Information on Resources for Administrators of Infant Toddler Programs, Materials for Parents, and Training Films.

Preschool Special Education Curriculum Manual. By the Preschool Special Education Outreach Program (1975), 95 Herman Street, Rochester, New York 14605. $5.00

The Preschool Special Education Curriculum Manual describes a model for a special education program for children from infancy to six years old. The Manual reflects three years of work by the preschool staff to conceptualize and implement a demonstration program for youngsters having developmental disorders. The design promotes effective use by teachers, parents, and paraprofessionals who plan programs for children.

Play Learning Centers for Preschool Handicapped Children. (30 minute 16 mm, color-sound film). Available for purchase or rental from the Division of Educational Resources, University of South Florida.

A visual report of an investigation of the design, construction, and evaluation of play learning centers for preschool handicapped children...funded by a grant from the Bureau of Education for the handicapped, U.S. Office of Education. Louis E. Bowers, Ph.D., Project Director. A report of the first year of the Play Learning Center Research and Demonstration Project is also available. "Play Learning Centers for Preschool Handicapped Children: Research and Demonstration Project Report". Tampa, Florida: College of Education, Professional Physical Education Program, University of South Florida, August 1975. 97 pp.

One Out of Ten: School Planning for the Handicapped.

Larry Molloy of Educational Facilities Laboratories reviews alternatives in an EFL report. These alternatives include individual instruction, annexes, vocational centers, and supplementary centers. Copies of the report are available from EFL, 850 Third Avenue, New York, N.Y. 10022 for a charge of 50c each.

EARLY CHILDHOOD (Continued):

Media for Early Education.

Describes materials appropriate for parents, paraprofessionals, volunteers, day care centers and Head Start programs. Alaska Head Start Special Services Project, 3710 East 20th Avenue, Anchorage, Alaska 99504 (Spring, 1975).

Homemade Developmental Toys and Activities is a booklet describing over 100 games and activities calling for inexpensive and scrap materials. Included are directions for making each toy and suggestions on how the activities can be used. The booklet is for Head Start teachers and parents. It lists age appropriateness and has a glossary defining types of development each activity enhances. Price: $3.00 Alaska Head Start Special Services Project, 3710 East 20th Avenue, Anchorage, Alaska 99504

#!c* on You, Mrs. Jones, (book) an individualized urban preschool to help children develop a sense of self-worth and to prepare them for middle-class schools. Includes scheduling, materials, teaching techniques, and home-school communication. Copies are available at $6.50 each from the CCL Document Service, 1025 W. Johnson St., Madison, Wisconsin 53706. Please include check or purchase order.

When Your Child is Hearing Impaired. A Parent's Guide to Facilities for Hearing Impaired Children in Massachusetts. Massachusetts Parents' Association for the Deaf and Hard of Hearing, P.O. Box 303, Boston, MA. 02101

The booklet is divided into three major sections: Evaluation, Educational Facilities and Special Resources. The Evaluation section includes comments on early identification of hearing loss and screening as well as listings of diagnostic centers. The Educational Facilities section includes a discussion of parents' rights under Chapter 766. The Special Resources section includes expanded listings of state and private agencies which can help you with questions arising from the relatively complex education statutes, as well as with other consequences of your child's hearing impairment. In addition there are summary sections on Other Services, Hearing Aids and a Reading List.

TEACHER TRAINING MATERIALS

Working with Parents of Handicapped Children. Southwest Educational Development Laboratory. This manual is designed to help teachers understand the feelings of parents whose young children have a disability and, through greater understanding, to work effectively with those parents. Teachers are given many helpful ideas on how to prepare for and conduct meetings with parents. Follow-up suggestions on helping parents observe in the classroom and supplementing school activities at home are also presented. An appendix includes organizations, information sources, and bibliographies that can provide services and information to both teachers and parents. Prototype forms for parent interviews are included. Also available in Spanish. Order from: CEC Publications Sales, 1920 Association Drive, Reston, VA. 22091 #132 $3.25

Resource Training Package on Special Education/Mainstreaming. Gail Simpson. Merrimack Education Center, 101 Mill Road, Chelmsford, MA. 01824

Training packages which serve as an information resource; has been compiled in an effort to make current information accessible to educational practitioners. The package includes ERIC abstracts, selected hard copy articles, a bibliography of selected readings (journal articles and ERIC documents), microfiche documents, an evaluation form and forms indicating how to obtain ERIC materials. $15.00 each.

Training: Programs for the Teaching of Children with Special Needs. Worcester Public Schools in cooperation with the Massachusetts State Department of Special Education and the Institute for Educational Services.

An annotated bibliography of articles on in-service training programs in special education; training models for all ages, types of special needs and program prototypes are included along with suggestions for materials and organizational procedures. Available on microfiche from Merrimack Education Center @ $1.00. MEC 000 126

TEACHER-TRAINING MATERIALS (Continued):

Individualized Reading: A Guide for Teaching Word Analysis Skills by Marjorie Crutchfield, Gramercy Press, P. O. Box 77632, Los Angeles, California 90007

Presents scope and sequence of phonetic and structural analysis (i.e., word attack skills) as well as information on diagnosis and evaluation (through the third reader level).

Specific Learning Disabilities. 10 Audiotape Lessons, 82 Transparencies, 16 Supplementary Resource Items. Distributed by Paul S. Amidon & Associates, Inc., 4329 Nicolle and Avenue South, Minneapolis, MN. 55409 $175.00

Specific Learning Disabilities is an in-service and pre-service program for all school personnel who work with the learning disabled child. It provides a comprehensive view of learning and language disorders and offers practical suggestions for dealing with them. The program provides a thorough orientation to the basic learning processes and sequences. The lessons discuss the hierarchy of learning, beginning with perception and proceeding to spoken language, and ways this ground work affects learning in reading, writing and other academic areas.

How to Develop Teacher Training Materials. Filmstrip (color), cassette, response booklet $30.00.

The narration on the tape provides a rationale for instructional development as an alternative to current teacher training techniques. The tape also outlines a three-stage process for the analysis, design and formative evaluation of training materials. These stages are further broken down into component steps. A discussion of various instructional formats and media follows. The response booklet includes objectives for the module, an extensive bibliography and a reprint of an article on the teacher trainer as an instructional developer. Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47401.

How to Develop Teacher Training Games. Filmstrip (color) cassette, response booklet, $30.00.

The audiotape presents a nine step procedure for the development of teacher training games. The trainee is required to respond in his/her booklet about what he/she would do in various stages of the development of the game. They are also required to modify the rules of another game on the basis of player feedback and to design a game on a teacher training topic of his own choice. Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47401

TEACHER-TRAINING MATERIALS (Continued):

Individually Guided Motivation, Wisconsin Center for Research and Development, 1404 Regent Street, Madison, Wisconsin 53706

This set of inservice materials presents four techniques to increase children's interest in learning and their sense of involvement with school. The techniques are: Individual goals for learning, individual conferences to promote independent reading, individual tutoring of younger students by older students, and small group conferences to encourage prosocial behavior. The materials describe and illustrate modeling, feedback, and reinforcement activities incorporated in the four techniques.

Teacher Training Program, Instructional management programs for mildly handicapped students in regular classrooms, Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721

Topics include: Instructional Management, Mainstreaming, Influencing Behavior, Grading/Reporting, Curriculum, Learning Environment, Learning Styles, Communication and Assessment/Evaluation.

Instructional Development for Training Teachers of Exceptional Children: A Source Book. Thiagarajan, Sivasailam; Semmel, Dorothy; Semmel, Melvyn. Leadership Training Institute, University of Minnesota; and the Center for Innovation in Teaching the Handicapped, Indiana University. CEC and the Teacher Education Division of CEC, Minneapolis, Minnesota, 1974. ED 090-725

Lexington Teacher Training Tapes. Merrimack Education Center, 101 Mill Road, Chelmsford, MA. 01824

After the completion of Title III funding for the Lexington materials (videotapes and booklets), the entire inventory has been made available to the Training Resource Centers. Ms. Carol Dolan, who has directed the diffusion of the program for Lexington's Title III project, will be available at MEC to set up training programs using the materials. The booklets will also be housed at the Greater Boston Regional Center, EDCO, and SHORE., in Massachusetts. Titles include: After Assessment, Every Student is Different, Every Child Can Learn, Mastering Math Skills, Diagnosis and Educational Planning, Early Assessment, Together They Learn, Correcting Handwriting Problems, Reading and Learning Styles, Developing Children's Language. (See order form).

TEACHER-TRAINING MATERIALS (Continued):

Informal Reading Inventory. Filmstrip (color), cassette, response booklet. $30.00. Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47401

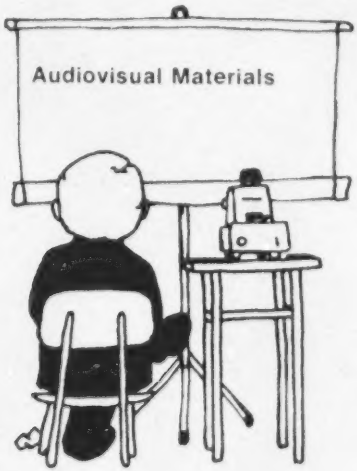
Describes the advantages and limitations of using an informal reading inventory. Instructions on how to construct and administer an informal reading inventory which includes work recognition lists, oral reading passages, and comprehension questions are given.

Tips for Teachers: Instructional Games for Handicapped Children. Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47401

A response booklet explaining how to try out a game in the classroom and how to modify a game. Two examples of instructional games with handicapped children are given along with a list of selected reference books on games in different subject-matter areas.

In-Service Consultor, a bi-monthly newsletter published by Educational Consultant Enterprises, Inc., P.O. Box 1471, Greeley, CO. 80631 ($6.50 per year)

Each issue describes inservice activities and projects designed to train regular classroom teachers to work with students with special needs; annotated list of resources also included.



CLASSROOM TECHNIQUES

Teacher Idea Exchange: A Potpourri of Helpful Hints. CEC Publications Sales, 1920 Association Drive, Reston, VA. 22091 #139 - $5.00

Teacher Idea Exchange (TIX), a regular feature of TEACHING EXCEPTIONAL CHILDREN, has been brought together in one package. Over 100 ideas are printed in a convenient card format and indexed by the topic area that best describes the contents in terms of curriculum, skill, material, and disability. The ideas presented have been classroom tested and field reviewed. Activities presented in this type of format have proven especially useful for individualizing learning activities. Each child or small group of children could have his own file box containing activities appropriate to his individual needs. Add to the file with your own classroom tested ideas and clip new TIX cards from each issue of TEACHING EXCEPTIONAL CHILDREN.

The Teaching Research Initial Expressive LANGUAGE Program. Teaching Research Publications; Monmouth, Oregon 97361 (Retail price: $25.00; quantity price for 5 or more: $20)

The program was developed for handicapped children of any chronological age who range in language ability from being non-verbal to being able to speak in phrases of less than five words. It is designed for use by parents, teachers, volunteers, and aides. The program has been field tested in approximately fifty classrooms in its various developmental forms over the past five years. It is a complete instructional package which consists of a teacher's manual, explaining the learning theory underlying the approach used, and includes prescribed methods for instructing the child; a set of 375 picture cards; 6 student placement tests; and 50 data recording sheets. The phases of the program which are fully explained step-by-step are: Phase I; Establish and Maintain Eye Contact; Phase II: Motor Imitation; Phase III: Motor and Vocal Imitation; Phase IV: Verbal Imitation of Consonants and Vowels; Phase V: Verbal Imitation of Consonant and Vowel Chains; Phase VI: Verbal Imitation of Words; Phase VII: Identification of Objects and Action Words; and Phase VIII: Word Chaining Through Imitation.

Mainstreaming: The Integration of Children with Special Needs into a Regular Classroom Environment. State Department of Special Education with the cooperation of Worcester Public Schools. Available on microfiche from Merrimack Education Center @$1.00.

A bibliography in the first of a series of studies from the Division of Special Education to aid teachers in accomodating within their regular curriculum the most feasible range of children and in developing an articulated array of special education services.

CLASSROOM TECHNIQUES (Continued):

Speech Improvement for the Trainable Retarded: Manual and Activity Book. NCEMMH Reprint No. NC-75.901 and NC-75-902. Available from Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210

This publication of activities and student worksheets has been specifically developed for the use of the classroom TMR teacher, especially those who do not have a speech therapist or materials readily available. The lessons begin with easily followed physical action, continued with discrimination of gross sounds (such as a bell or a metal clicker), and then speech sounds. The speech sounds presented follow a developmental pattern beginning with the easiest to produce and some sentence patterns are included at the end of each lesson.

The Vermont Guide for Teaching Adolescents with Special Needs. Vocational Education and Technology Department, University of Vermont

The guide was put together in response to the urgent demand for curriculum development in the areas of home management and career preparation for special needs students. It is designed primarily to be used as a teaching resource--a reference for structuring and evaluating programs of instruction, a template for tracing out daily lesson plans, a guide for selecting and developing instructional materials and a standard for evaluating the performance of students.

Strategies and Techniques for Mainstreaming--A Resource Room Handbook. Available from: Michael Lotte, Supervisor for Special Education Programs, Monroe County Intermediate School District, 1101 S. Rasinville Road, Monroe, Michigan 48161. Price: $12.50 (make check or money order payable to Monroe County Intermediate School District).

The Handbook for Resource Rooms contains 260 pages of practical down-to-earth suggestions for running an effective mainstreaming program. The "how to" chapters include numerous formats and worksheets in looseleaf format for easy duplication, all of which have been field tested by Resource Room teachers.

Bunches of Stuff. Liberty County Early Learning Center, Box 415, Bristol, Florida 32321 ($2.00) (Curriculum guides also available-$2.00)

Describes teaching strategies for topics such as shoe tying and "same" and "different".

CLASSROOM TECHNIQUES (Continued):

Instructional Materials for the Handicapped. Birth through Early Childhood. U.S. DHEW, U.S.O.E. Salt Lake City. Olympus Research Corporation. 1976

A study to determine desirable characteristics of toys and games, instructional kits, and curriculum guides which may be used with the young handicapped child. An annotated bibliography is provided indicating where these materials may be obtained. Chapters include: toys and games, instructional kits, activity guides.

EVALUATION/ASSESSMENT/SCREENING

Educational Evaluation and Planning Package. Volume 1: Activities of Daily Living, Motor Development, Early Language Development. Volume 2: Mathematics, Language Development 2, Social Development. Massachusetts Center for Program Development and Evaluation, 10 Hall Ave., Medford, MA. 02155

An excellent tool which provides Core Evaluation Teams with the required detail information necessary for both specifying the skills of the individual student as well as identifying the appropriate objectives which should be attained during the school year.

Assessment by Behavior Rating. Contact: Program Development for Preschool Handicapped Indian Children, Department of Special Education, College of Education, University of Arizona, Tucson, Arizona 85721

Areas of growth and development rated include physical skills, self help skills, language skills and social skills.

EVALUATION/ASSESSMENT/SCREENING (Continued):

Mainstreaming Series. Edited by Thomas N. Fairchild, Ph.D.
Available from: Learning Concepts, 2501 N. Lamar, Austin, Texas 78705

The Mainstreaming Series is designed to provide practical suggestions that teachers can employ to enhance the "mainstreamed" child's personal and educational development. The Mainstreaming Series is designed in a cartoon format for easy, relaxed reading and to minimize theory and jargon. The Mainstreaming Series consists of six books, paperbound, each approximately 100-125 pages in length. The following books comprise the Series: Mainstreaming Exceptional Children; Managing the Hyperactive Child in the Classroom; Mainstreaming the Gifted; Behavior Disorders; Mainstreaming Children with Learning Disabilities; Mainstreaming the Mentally Retarded Child.

Early Childhood Assessment: A Criterion Referenced Screening Device. Cooperative Educational Service Agency 13, Waupun, Wisconsin 53963

Early Childhood Instrument is a criterion-referenced approach for assessment that leads to effective, practical, educational procedures. Helps to locate the child along a developmental curriculum sequence. Certain skills are analyzed according to learning processes (auditory, visual, motor, verbal).

Individualization: A Prescription Guide for Learning Centers in Early Childhood Education. Cooperative Education Service Agency 13, Waupun, Wisconsin 53963

Provides the teacher with activities designed to motivate and instruct the child in the objectives of the program. Organized into levels of development (Motor-Sensory; Sensory Tracking; Motor Spatial Awareness; Representational; Integration; Imagery-Memory Sequencing; Symbolic). Activities are selected on the basis of the Early Childhood Assessment. (See above).

EVALUATION/ASSESSMENT/SCREENING (Continued):

Developmental Assessment Tool. Creative Play Center, 214 Lake Street, Shrewsbury, MA. 01545 1976. MG 000-229

Designed to aid the teachers of very young children and those with severe and multiple handicaps. Developmental Assessment Tool is accompanied by a narrative summary, a functional assessment sheet for each of four skill areas (dressing, eating, communicating, and gross motor skills). Provides a precise functional assessment from birth through approximately age five.

Communicative Evaluation Chart: From Infancy to Five Years. Compiled by Ruth M. Anderson, Madeline Miles, Patricia A. Matheny. Available from Educators Publishing Service, Inc., 75 Moulton St., Cambridge, MA. 02138 $.25 each (100 or more copies @ $.20 each)

This chart can be used for a quick appraisal of a child's over-all language and performance abilities and disabilities. It contains four printed pages (11 3/4 x 8") of language and performance levels for the child of 3 months, 6 months, 9 months, 12 months, 18 months, 24 months, 36 months, 4 years and 5 years of age. It can be used for screening children by physicians, audiologists, speech therapists, psychologists, public health nurses and other specialists dealing with childhood disorders.

The TARC Assessment System -- H & H Enterprises, Inc., P.O.Box 3342, Lawrence, Kansas 66044

Provides a short-form behavioral assessment of the capabilities of retarded (developmental disabilities) or otherwise severely handicapped children on a number of different skills: self-help; motor; communication; social skills. Pre-academic skill development is measured as well as both receptive and expressive language (and comprehension) skills.

ETS Test Collection, INDEX. INDEX: $2.00; separate tests in the index can be purchased from Educational Testing Service, Princeton, N.J. 08540

The Test Collection Index provides a listing of unpublished tests as a service to educators and psychologists. The test collection makes unpublished tests available to interested professionals. The annotated Index contains numerical, author, title, and subject sections for the set of 102 unpublished tests in the microfiche collection issued Winter, 1975.

MEDIA/MATERIALS

Auditory Learning Materials for Special Education Catalog, by Marsha C. Smith and Phyllis O'Connor. Originated by the former Great Lakes Region Special Education Instructional Materials Center at Michigan State University in conjunction with the Consortium of Auditory Learning Materials for the Handicapped, 1974; reissued, NCEMMH, 1975 (NC-75.907). Price: $1.00. Order from: Ohio State University Press.

This catalog for teachers provides page-long descriptions of more than a hundred auditory learning materials for special education students in preschool through twelfth grade. Descriptions include title, author, name and address of producer, date of publication, physical content, recommended grade level (both chronological age and mental age), student objectives, procedure for using product, equipment needed by a teacher using it, and brief comments on the project.

Learning Centers: Children Alive, South Carolina State Department of Education, Columbia, South Carolina (1973)

Prepared to provide practical suggestions on the what, why and who and how of learning centers for teachers to utilize more effective learning strategies.

National Audiovisual Center. Sales Order Desk, G.S.A., Washington, D. C. 20409 (Free Catalog)

Distributes nonprint items (such as films) or mixed media items (kits that include manuals, filmstrips, audio tapes, and other audio-visual aids). Sells nonprint and mixed media items. Send for catalog describing items.

Catalog of Training Films and Other Media for Special Education. Media Services and Captioned Films. Bureau of Education for the Handicapped, Washington, D. C., May 1974. Published by the Educational Media Distribution Center, Conference of Executives of American Schools for the Deaf, Inc.

This catalog describes instructional materials available to organizations with programs for the preparation of teachers and others who work with handicapped persons. The materials include: 16 mm. films, 8 mm. cartridges, and audio-tapes and related study guides. For further information, register with: Educational Media Distribution Center, 5034 Wisconsin Avenue, N. W., Washington, D. C. 20016

MEDIA/MATERIALS (Continued):

Early Intervention Through Physical Education and Recreation Programs for Young Handicapped Children. American Alliance for Health, Physical Education and Recreation Programs, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 $7.95

This resource guide contains listings and commentary in the following areas: innovative, ongoing physical education, recreation, and related programs; resource people and organizations; written materials (articles, research studies, books); audio-visual materials; specific successful physical education and recreation activities; and actual child-use materials and equipment.

Free Catalog from American Printing House for the Blind. Write to: Catalog Mailing List, American Printing House for the Blind, 1839 Frankford Ave., Louisville, KY. 40206

Like to be on the free mailing list for information on products from the American Printing House for the Blind? Write in and request it and they will keep you up to date on new materials as they become available. Specify your interest in: Braille publications; Large type publications; Educational and other aids; Talking book publications; Braille music publications; Cassette tapes.

Learning Through Media: An IMC Handbook for Chelmsford Teachers. Chelmsford Public Schools. MEC 051

Instructional Materials Center concept covering media for student production; media in the classroom; media tools and technology; technical services and library services. (See order form at the end of this booklet).

Guide to Information System in Physical Education and Recreation for Impaired, Disabled and Handicapped Persons. Distributed by Unit of Programs for the Handicapped, American Alliance for Health, Physical Education and Recreation, 1201-16th Street., N.W., Washington, D. C. 20036 (Free)

Developed to make people aware of the many resources available to them. Provides data about different information systems, materials centers, and resource networks concerned with physical education, recreation and related areas for special populations.

MEDIA/MATERIALS (Continued):

Audiovisual Materials and Publications in Special Education. NCEMMH Catalog. National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio. Summer, 1976 (614) 422-7596. 220 West 12th Avenue, Columbus, Ohio 43210

This catalog contains lists of materials and order forms; lists of audiovisual materials and publications in special education available from three distributors. NCEMMH is the program of the National Center on Educational Media and Materials for the Handicapped (NCEMMH), Specialized Offices (SO's), and Area Learning Resource Center's (ALRC's). Helps regions, states and localities to provide media, materials, and educational technology resources for handicapped learners. The underlying aim is to increase and to improve opportunities for handicapped children to receive the best possible education.

How To Teach with Simulation Games, by M. Chartier, Pasadena, Calif. Associates in Human Communication, P.O. Box 333, Pasadena, Calif. 91102 ($2.00)

Gives suggestions for finding, evaluating, preparing, introducing, supervising, and discussing games and the game experience. Lists nine sources for locating simulation games and offers principles for evaluating them.

READING MATERIALS IN LARGE TYPE, Division for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542 16 pp., August, 1975

Describes large-type books for reference and special needs; producers of large type, including commerical and volunteer groups, and, additional sources of large-type materials.

NATIONAL INSTRUCTIONAL MATERIALS INFORMATION SYSTEM (NIMIS)

NIMIS- National Instructional Materials Information System...

is a computer-based retrieval system that stores information pertaining to instructional materials, teacher training materials, evaluative materials, and models (experimental of one-of-a-kind materials). More than 25,000 instructional materials are listed in the NIMIS system. Indexing terms are used (descriptors) in helping match instructional materials to meet the educational needs of handicapped children. For further information contact: Merrimack Education Center, Information Services at (617) 256-3985. Or contact your nearest ALRC - Area Learning Resource Center.

HOME-SCHOOL COMMUNICATIONS

Families Play to Grow. Kennedy Center, 1701 K Street, Northwest, Suite 205, Washington, D. C. 20006

Families learn and play together. The Kennedy Center has compiled a physical education program designed for families to learn through playing together. Reinforcement is provided by way of charts and progress reports.

Working with Parents of Handicapped Children. Southwest Educational Development Laboratory. Order from: CEC Publications Sales, 1920 Association Drive, Reston, VA. 22091. #132 $3.25

This manual is designed to help teachers understand the feelings of parents whose young children have a disability and, through greater understanding, to work more effectively with those parents. Teachers are given many helpful ideas on how to prepare for and conduct meetings with parents. Follow-up suggestions on helping parents observe in the classroom and supplementing school activities at home are also presented. An appendix includes organizations, information sources, and bibliographies that can provide services and information to both teachers and parents. Prototype forms for parent interviews are included. (Also available in Spanish.)

How to Be A Parent. Southwest Educational Development Laboratory, 221 East Seventh, Austin, Texas 78701

A list of 31 free or inexpensive publications on how to be a better parent.

Play Time at Home. Regina Coeli Child Development Center, Route #4, Box 11, Covington, LA. 70433 $3.00 (set of three booklets).

Developmental games and exercises that reinforce learning.

Help for Parents of Handicapped Children. Available from: Eastern Pennsylvania Regional Resources Center for Special Education, Penn. Resources and Information Center for Special Education (PRISE), 443 South Gulph Road, King of Prussia, PA. 19406

An annotated bibliography. This bibliography is subdivided into twelve categories and includes publisher/distributor listings to order the instructional materials and films. The major categories include: Parent Attitudes; Parent Awareness; Parent Counseling; Parent-Child Relations; Parent-Teacher Relations; Parent Training/ Participation; Behavior Modification; Parents' Rights; Testing/ Evaluation; Bibliographies; Instructional Materials and films.

HOME-SCHOOL COMMUNICATIONS (Continued):

Parent Power. Written by Ann Murray, Home/School Coordinator, Merrimack Education Center, 101 Mill Rd., Chelmsford, MA. 01824 #3.25 per copy.

Parent Power is a handbook designed to help teachers and principals develop a program to involve the public in support of educational programs in their school. Parent Power is based upon two years of close contact with the staffs and parents of 14 elementary schools. It is a practical guide which covers all phases of Home/School relationships. Included are actual copies of parent newsletters and parent advisory council minutes.

SEVERELY/MULTI-HANDICAPPED

Daily Living Skills Programs. Project MORE, Mediated Operational Research for Education, P.O. Box 290, Parsons, Kansas 67357

Project MORE programs are the result of research directed by Dr. James R. Lent over a long period of time with institutionalized trainable mentally retarded populations. The Daily Living Skills Program is a teacher's handbook with step-by-step procedures to teach the skill in a simple and efficient manner. The following daily living skills programs are available: Nose Blowing, Tooth-brushing, Eating, Hand Washing, Complexion Care, Use of Deodorant and Hair Washing. $5.00 each. How to do MORE. $2.00 each.

Language Acquisition Program For The Retarded or Multiply Impaired. Research Press, Box 31772, Champaign, Illinois 61820

Kent Language Acquisition Program is designed to teach a language system which may be predominantly oral, manual, or some combination of both. The Pre-Verbal Section covers the acquisition of pre-requisite attending behaviors and motor imitation. The Verbal Sections outline the procedures for the acquisition of selected re-ceptive and expressive language skills, which are sequenced according to difficulty. $6.95

SEVERELY/MULTI-HANDICAPPED (Continued):

Guide to Resources for Severely/Profoundly Handicapped. Prepared by the Northeast ALRC/RRC, 168 Bank Street, Hightstown, New Jersey 08520 Fall, 1975

Serves as a resource for educators, parents, and other interested persons who are working with the severely/profoundly handicapped. Divided into a number of sections including: organizations, model programs, parent/professional training programs, curriculum and instructional materials. Bibliography and location of ERIC reference centers are also included.

Educational Technology for the Severely Handicapped. Prepared by the Personnel Training Program for the Education of the Severely Handicapped, Kansas Neurological Institute, 3107 West 21st Street, Topeka, Kansas 66604

References in this comprehensive bibliography form the basis for the computerized program-retrieval library system, a component of the TARC Assessment System. Topics in this bibliography include parent training, behavior management, physical education and recreation, pre-vocational skills, sex education and self-help.

A Data Based Classroom for the Moderately and Severely Handicapped. Instructional Development Corporation, P.O. Box 361, Monmouth, Oregon 97361

This book describes a model which follows essentially a prescriptive curriculum and individual programming for a classroom of ten to twelve moderately and severely handicapped children. Chapters on learning theory, classroom management, cue and consequence files, assessment, volunteers, parent involvement are included.

University of Kentucky Programmed Environments Project. 730 South Limestone Street, Lexington, Kentucky 40506

The purpose of this project is to develop programmed educational interventions for developmentally retarded children commonly called "trainable" and "severely retarded". The specific objectives are: 1) to develop a programmed environment model for the preschool education of children assumed to be severely retarded/multiply handicapped; 2) to develop the Teacher Tutor model through the dissemination of Systematic Language Instruction; 3) to list national research and curriculum development activities which relate to preschool children assumed to be severely retarded/multiply handicapped and to curriculum efforts for the young "trainable" retarded child; and 4) to develop competency based instructional modules for training/retraining staff for Programmed Environment Preschools.

SEVERELY/MULTI-HANDICAPPED (Continued):

Eating With A Spoon: How to Teach Your Multi-Handicapped Child. Revised edition, by Mary Bowman, Abigail B. Calkin, and Patrick A. Grant; revised by Jean Pennucci, Mary Hines, and C. Rodney James. v.[illegible] 110 pp. Originated by the former Northwest Regional Special Education Instructional Materials Center and others, 1971; revised and reissued, NCEMMH Reprint Series, 1975 (NC-75.906; MMT-128) Price: $3.50. Order from: Ohio State University Press, Columbus, Ohio 43210 ED 115-058 (See order form).

With the guidance of a qualified professional, a parent can use this book to help a child learn to eat -- a child with coordination difficulties, muscular weakness, or general delay of mental or motor functions. The book uses a practical and common sense approach and is written in clear, easy-to-understand language.

Toilet Training the Handicapped Child. Developed by the Teaching Research Infant and Child Center staff, Teaching Research, Monmouth, Oregon. Order from: Instructional Development Corporation, P. O. Box 361, Monmouth, Oregon 97361 ($2.50 each).

Describes an uncomplicated step-by-step system of toilet training. It is a system which has been under development for the last 7 years and has been found to be a highly successful way of training handicapped children. This monograph will be of tremendous help to all those working with handicapped, non-toilet trained children: parents, teachers, aides, institutional staff and volunteers. It is designed to be used by anyone, regardless of his level of training.

Special Education for the Severely Handicapped: The State of the Art in 1975. Norris G. Haring, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

An 18 page report that is part of Very Special Children: A Resource Series on the Severely and Multiply Handicapped.

PLACES/PROJECTS TO VISIT

A Replication of a 0-3 Project. Contact: Replication Coordinator, 0-3 Project, 320 E. Armstrong Avenue, Peoria, Ill. 61603 (309)674-1808, Ext. 4

The original 0-3 Project was a three year demonstration program funded through the Bureau of Education for the Handicapped, United States Office of Education. As of July 1, 1974, Replication of the 0-3 Project was funded. The Replication Project provides a number of services which are available to help other agencies implement a comprehensive system for the early identification, referral, evaluation, and delivery of appropriate intervention techniques for handicapped children 0-3.

Early Intervention Project for Handicapped Infants and Young Children. Institute for the Study of Mental Retardation and Related Disabilities. University of Michigan, Ann Arbor, Michigan 48108

The ISMRRD Early Intervention Project for Handicapped Infants and Young Children is one of the network of "First Chance Projects" funded by the Bureau of Education for the Handicapped, Department of Health, Education and Welfare. The Project is designed to demonstrate: 1) The importance of early intervention in the lives of children with identified handicaps and their families, 2) The possible advantages of an alternate staffing pattern using the skills of disciplines not generally part of the public school system, and 3) The importance of using the parents as the primary deliverers of service in both center-based and home-based programming.

The following publications are available from the project: Developmental Screening of Handicapped Infants: A Manual. This book provides detailed instructions for the use of the Early Intervention Developmental Profile including administration and evaluation techniques, scoring and interpretation of results, validity and reliability findings, and a bibliography of supportive readings. Early Intervention Developmental Profile is designed to be used frequently so that small increments of a child's skills can be noted up to four times over the period of a year. The last page features a chart on which a child's development can be graphically displayed. $3.75/set (manual and profile).

PLACES/PROJECTS TO VISIT (Continued):

Contract Learning for Educable Mentally Impaired Students. Contact: Robert Whitecraft, Director. Grand Rapids Public Schools. 928 Aberdeen N.E., Grand Rapids, Michigan 49505 (616) 456-4585

The purpose of this project is to increase the achievement level of educable mentally impaired students in reading and mathematics by providing individualized instruction in the classroom. All children are scheduled a certain amount of time in special reading and mathematics learning centers which are established in each building for all students. Activity and materials in the special learning rooms are individualized and student progress is self-paced. Teachers receive inservice training to coordinate learning experiences for EMI students.

Project SHARE - Sharing High-Yield Accountability with Resource Educators. 119 1/2 North Broadway, Crookston, Minnesota 56716 (218) 281-2414 or (218) 784-4826

Project SHARE had its ori in in a Title III PACE project originally funded in 1970. It grew out of a need to provide service for handicapped children in a sparsely populated area about 100 miles long and 90 miles wide. The core of Project SHARE today is the Instruction and Services System. It is transportable and effective. According to the Project Director, SHARE produces the best gains with handicapped students for the least money in reading, spelling and math of any other program. It provides continuous feedback, an ongoing diagnostic process, inservice for special and regular class teachers, all summarized in a cost-effectiveness statement. In order to replicate the Project SHARE systems, 3 days of initial inservice training plus 3 follow up days spaced throughout the year are required. Cost for materials is $25.00 per training package initially and the cost of duplication by you thereafter. A guide booklet is available which gives an overview of the operation of the special education systems used in Project SHARE ($2.50). It contains samples of tools and materials and will also be used as part of a training package.

PROJECTS TO STUDY AND/OR VISIT

Early Recognition/Intervention Network (ERIN), EDC, 55 Chapel St., Newton, MA. 02160, Peter K. Hainsworth, Director (617) 969-7100

Early Recognition/Intervention Network (ERIN), based at the Education Development Center in Newton, brings together teachers, specialists and parents to address special needs of children aged 5 to 7 before they become serious problems. For the past two years, ERIN has been funded by HEW's Bureau of Education for the Handicapped, and it will be supported next year by the Massachusetts Department of Education. ERIN staffers hold workshops for teachers early in the school year and provide them with guidebooks on observing and evaluating children. An ERIN specialist also works with each teacher to plan and monitor an individual program for selected children in the class who need extra help.

Infant-Toddler Curriculum of the Brookline Early Education Project. Brookline Early Education Project.

This guide presents some of the tools used by the teachers of the Brookline Early Education Project in preparing teaching sessions with parents whose babies are between birth and two years of age. Also included are progress reports and plans for the future for the second and third year of the Brookline Early Education Project.
MEC 000 113

A Proposal for Demonstration in Early Childhood Intervention for Children, Birth to Three Years of Age, Through Local Service Network. Billerica Public Schools.

A proposal to create a new approach to reaching the very young handicapped child and providing him with needed developmental services in the home before he is ready to enter the public schools.
MEC 000 200

Kaleidoscope 14, A Special Issue: Programs For Students With Special Needs. To be placed on mailing list for this free publication, write: Massachusetts Department of Education, Kaleidoscope Mailing List, Bureau of Curriculum Services, 182 Tremont Street, Boston, MA. 02111

Summaries of 42 special needs programs in Massachusetts, including Early Childhood, Elementary School, and Junior and Senior High School programs.

MASSACHUSETTS TITLE III PROJECTS (AVAILABLE FROM MEC ON MICROFICHE)* (1976)

T-09 The Diagnostic Classroom Project and Published Tests Supplement. Education Collaborative for Greater Boston (EDCO), Cambridge, MA. 180 p.

The goals of the project are (1) the development of a diagnostic classroom to design, develop and select instructional and testing materials and (2) model site implementation/teacher preparation, student referral and replication.

T-20 A Diagnostic-Prescriptive Adapted Physical Education Program for Children with Special Needs. Walpole Public Schools. 53 p.

Develop and conduct a demonstration, diagnostic-prescriptive, adoptive physical education program for special needs children in grades K-12.

T-17 Driver Education and Training Program for the Physically and Multiply Handicapped. Worcester Vocational School Department/ Massachusetts Easter Seal Society. 180 p.

Fifty physically and multiply handicapped student drivers are trained to become safe licensed drivers.

T-30 PL 766: The Impetus for Mainstreaming: "Breaking the Barriers, Bridging the Gap". Melrose Public Schools. 125 p.

Bringing together community people, students, and teachers to have them share their concerns and come to understand special needs students with experts in the field; develop materials for special needs students; and become trainers of other community persons.

T-27 Project Appraisal. Foxboro Public Schools/Project SPOKE. 98p.

A systematic approach to evaluation to assess the effectiveness of special needs programs and to comply with mandates under Chapter 766.

*These publications can be ordered in microfiche from Merrimack Education Center. (See order form at back of book).

MASSACHUSETTS TITLE III PROJECTS (Available from MEC on microfiche), (1976) (Continued):

T-05 An Inservice Program to Train Junior High School Regular Classroom Teachers to Evaluate and Assist Children with Special Needs. Watertown Public Schools, in collaboration with Boston University.

Strengthen the capacity of 14 regular classroom teachers in the West Junior High School to meet the needs of special needs students in their classroom.

T-32 Lexington Teacher Training Program. Lexington Public Schools.

The project proposes to use materials (tapes and booklets) on integrating children with special needs into the regular classroom. for teacher education and to evaluate their effectiveness. Developed in 1972-1974.

CURRICULUM DOCUMENTS AVAILABLE ON MICROFICHE:

MEC 008 Curriculum for Speech and Hearing Therapy. Andover Public Schools. Includes definitions, diagnostic procedures, therapy outlines and materials and equipment used. (Grades K-12). $1.00

MEC 097 A Guide To Survival Math. Needham Public Schools. Developed for developmentally disabled students; teaches how to use a calculator in a practical manner, to cope with the math needs encountered in daily life. $1.00

MEC 110 Manual of Instruction for Pre-Service Training of Communication Aides. North Shore Community College. Describes a new type of basic pre-service program to train paraprofessional instructional aides to assist school speech pathologists. Includes teaching modules, texts and teaching aids and student work sheets. $1.00

CURRICULUM RESOURCES AVAILABLE ON MICROFICHE:

ASCD 1129 A Guide for Sequential Development of Behaviors for Purpils with Moderate Intellectual Limitations. Board of Education of Baltimore County. Towson, Maryland. $1.25

ASCD 1130 A Guide for Teachers of Educable Mentally Handicapped Children. Vol. I-Primary. Oklahoma State Department of Education. Oklahoma City, Oklahoma. $1.25

ASCD 1131 A Guide for Teachers of Educable Mentally Handicapped Children. Vol. II-Intermediate. Oklahoma State Department of Education. Oklahoma City, Oklahoma. $1.25

ASCD 1132 A Guide for Teachers of Trainable Mentally Retarded Children. Oklahoma State Department of Education. Oklahoma City, Oklahoma. $1.25

ASCD 1133 Special Education in Oklahoma. Oklahoma State Department of Education. Oklahoma City, Oklahoma. $1.25

ASCD 1134 A Comprehensive State Plan for the Education of Young Handicapped Children Below Age 5 in Virginia. Virginia State Department of Education. Richmond, Virginia. $1.25

ASCD 969 Guide for Curriculum Department for Teachers of Trainable Mentally Retarded Children. State Department of Education, Richmond, Virginia. $1.25

ASCD 970 Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth. State Department of Education, Richmond, Virginia. $1.25

ASCD 971 Guidelines for Program Planning for Emotionally Disturbed Children. State Department of Education, Richmond, Virginia. $1.25

These publications of the National Association for Supervision and Curriculum Development can be requested from Merrimack Education Center. (See order form at back of book).

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Holliday, E. B. & Olswang, L. B. SCHOOL-COMMUNITY PROGRAM IN EARLY CHILDHOOD DEVELOPMENT. 1974. 104 pp. plus 3 mimeo. studies. $3.50 Order from: Miller School, 425 Dempster St., Evanston, Ill. 60201

Although the Evanston, Illinois community does have a variety of resources, the Program in Early Childhood Development (PECD) (a Title III ESEA grant) helped bridge the gap between existing school and community resources and those needed for preschoolers. The program also aimed to create a better fit between the child entering school and the school itself. After identification and diagnosis, PECD staff gave individual or group therapy, made recommendations to parents and teachers, or made referrals. Kindergarten teachers were kept fully informed when the children entered school; inservice seminars and practicums were scheduled, and coordination and liaison with community agencies were provided. PECD did not want the child labeled for life and so would not allow profiles or other information to be placed in the child's cumulative folder. This detailed account of the screening, diagnosis, and intervention model takes as its aim to rectify the child's problems in kindergarten, before they impinge on his subsequent schooling.

Thorum, Arden R., Project Director. INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED: BIRTH THROUGH EARLY CHILDHOOD. Division of Innovation and Development, Bureau of Education for the Handicapped, U. S. Office of Education. Olympus Publishing Company, Salt Lake City, Utah. 1976 $7.50

The purpose of this study is to report the desirable characteristics of toys and games, instructional kits, and curriculum guides which may be used with the young handicapped child. In addition, an annotated bibliography for each of the above categories, which indicates where such materials may be obtained, is included.

Johnson, V. M. & Werner, R. A. A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN. 1975. 195 pp. $9.95. Syracuse, N.Y. 13210

Developed over a 3-year period to meet the needs of a wide range of handicapped infants and children, this task-oriented curriculum can be used with children aged between birth and 12 years. It is directly applicable, however, for those who have a functional level of less than 4 years. In order to serve children's individual needs, specific target skills were first identified, including such behaviors as sitting unsupported, eating with a spoon, speech acquisition, grasping, visual discrimination, walking, and learning appropriate social behaviors. Target skills were then categorized into: sensory stimulation, social behavior,

Jordan, June B., Editor. TEACHER, PLEASE DON'T CLOSE THE DOOR: THE EXCEPTIONAL CHILD IN THE MAINSTREAM. 1976. $9.75. CEC Publications Sales, 1920 Association Drive, Reston, VA 22091

This unique book grew from a special conference on mainstreaming that included state and local administrators, teachers, and consultants. Implementing mainstreaming using a team approach to placement, with support from a consultant teacher or resource teacher, is detailed. Perspectives on how a state organizes a mainstreaming approach for the education of its exceptional children are presented. The broader social implications of mainstreaming as it applies to children from different cultural backgrounds are explored. This book is a rich resource for making mainstreaming work for all handicapped children.

Menolascino, F. J. & Pearson, P.H. (Eds.). BEYOND THE LIMITS: INNOVATIONS IN SERVICES FOR THE SEVERELY AND PROFOUNDLY RETARDED. 1974. 288 pp. $6.50. Special Child Publications, 4535 Union Bay Place, N.E., Seattle, Washington 98105

This series of revised and updated papers was first presented at a 1972 conference on the severely retarded/multiply handicapped at the University of Nebraska Medical Center, Omaha. The papers reflect current progress, both national and international, in attitudinal, programmatic, and treatment-management techniques for the above group. Their guiding theme is that the severely retarded/multiply handicapped are fully "capable of becoming independent in such areas as basic self-help skills, behavioral control, language development, and motor mobility".

YOUNG CHILDREN WITH HANDICAPS. PART I. EMOTIONAL DISTURBANCE AND SPECIFIC LEARNING DISABILITIES. An abstract bibliography, compiled by the ERIC Clearinghouse on Early Childhood Education, University of Illinois, at Urbana-Champaign, 805 W. Pennsylvania Ave., Urbana, Ill. 61801

Four parts to this bibliography include: emotional disturbance and specific learning disabilities; aurally handicapped, visually handicapped, orthopedically handicapped and speech handicapped; educable and trainable mentally handicapped; and a section of resources. Citations for this selective bibliography were taken from the ERIC journal from 1969 through 1972.

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TI Evaluation of Behavioral Change: Part I: Study of Multi-Handicapped Young Children. Part II: Interaction Between Program and Parents. Final Report.
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TI Mainstreaming and Early Childhood Education for Handicapped Children; A Guide for Teachers and Parents. Final Report.
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AU Roulhac, Vicki Scriven; Bullock, Lyndal M.
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IN Council for Exceptional Children, Reston, Va. Information Services and Publications

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TI An Annotated Catalog of Visual Materials Relating to the Identification and Management of Handicapping Conditions of Preschool Children
IN Appalachia Educational Lab., Charleston, W. Va.

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AU Windell, Idajean
TI Development and Evaluation of a Module to Train Special Education Teacher Trainees to Determine a Pupil's Instructional Reading Level. Final Report 9.31
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TI Training of Personnel to Serve Children with Special Needs: A Report from the Coorperation Planning Consortium of Special Education Programs in the University of North Carolina
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TI Guidelines for an Early Childhood Screening Program for Children Ages Three through Five
IN Missouri State Department of Education, Jefferson City

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Merrimack Education Center
101 Mill Road
Chelmsford, Ma. 01824

THE FOLLOWING MATERIALS ARE AVAILABLE THROUGH M.E.C.:

Quantity	Item	Cost	Total
_____	A Proposal for Demonstration in Early Childhood Intervention for Children, Birth to Three Years of Age, Through Local Service Network (microfiche) MEC 000 200	$ 1.00	_____
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